

Lesson Plan Merzell Morrison

***The Lorax* by Dr. Seuss Lesson Plan**

These discussion questions and activities teach students how humans create pollution, and its negative affect on our health and the planet's health.

Grades: **Any**

Environmental Health Unit Plan (2-4) days.

The Lorax

By **Dr. Seuss**

About this book

Grade Level Equivalent: 3.5

Lexile Measure: 560L

Guided Reading Level:

Age: Age 6, Age 7, Age 5

Genre: Classics

Subject: Pollution

Overview

Read ***The Lorax*** by Dr. Seuss and discuss the dangers of pollution to planet Earth and to human's personal health. Several activities are included so that I can pick and choose activities that best suit the needs of my students.

Objectives

Students will:

Listen to the selected story to gather information to use in class discussion

Participate in and contribute to class discussions

Complete one or more of the suggested activities

Materials

The Lorax by Dr. Seuss

Student notebooks or loose-leaf paper

Pencils

Glue

Tape

Crayons

Markers

Colored pencils

Chart paper

Construction paper

Directions

Step 1: Remind students of the things discussed in [previous lessons](#) about the environment, the importance of recycling and ways the land can get poisoned.

Step 2: Read [The Lorax](#) by Dr. Seuss and watch the movie (for my visual learners and to increase understanding and awareness for all of my students)

Step 3: Divide your class into pairs and discuss some of the following questions using the [Think-Pair-Share method](#):

1. The Lorax says that the Once-ler is greedy. Greed is defined as a selfish desire for food, money, or possessions over and above what one needs. Can your student think of ways that the Once-ler proves his greed?
2. The Once-ler says, "I biggered my money which everyone *needs*." Is it true that everyone needs money?
3. How much money do people need?
4. Is it right to make a lot of money while destroying the environment?
5. Discuss the difference between a want and a need. Did people *need* Thneeds?
6. What are some ways humans pollute the air? *Fires, smoking, vehicle fumes (cars, airplanes, boats), household products (paint, aerosols, cleaners), wasting electricity*
7. What are some ways humans can care for the air? *Riding a bike or walking to school, recycle, plant a tree, conserve energy, choose natural products.*
8. Discuss odors in the air around us. What are some smells you like and dislike? Are there certain odors that you associate with a place or event?
9. Ask students "What is pollution?" *Something in the environment that is harmful or poisonous.* Discuss examples of pollution in [The Lorax](#):

Water Pollution: All the Gluppity-Glupp and all the Schloppity-Schlopp made by the machinery is being dumped into the pond. What happens to the fish when you put all of this pollution into the water? Can you think of some other problems this might cause? (*no drinking water, no swimming*)

Air Pollution: The smogulous smoke being put in the air by the Thneed factory made the Lorax cough, whiff, sneeze, snuffle, snarggle, snuffle, and croak. The Swomee-Swans were no longer able to sing! The Lorax had to send the birds away to find some cleaner air to live in. Is air pollution only dangerous for birds? Where are our lungs? How do they work? *Breathing dirty air damages our lungs and makes us sick.*

Step 4: Have students complete some of the following activities alone and/or as a class:

1. Dr. Seuss loved to make up his own words. Can your students write definitions for the following words from the story?: *Moof, gruvvulous, slupps, snergelly, rippulous, snargled, cruffulous, smogulous, biggering*
2. Throughout this story Dr. Seuss only lets us see parts of the Once-ler (his eyes and hands). Ask students what they imagine the rest of the Once-ler to look like. Brainstorm some ideas, and then have each student draw a picture of the Once-ler.
3. List the ways we use water each day, such as brushing teeth, washing hands, drinking, taking a bath, washing the dishes, washing clothes, watering the garden or lawn, swimming, etc. Discuss water conservation and some things we can do to conserve water, including taking quick showers instead of long showers or baths, turning off the faucet when you brush your teeth, washing only full loads of clothes, and planting a yard with flowers or plants that do not need a lot of water to grow.
4. Conduct a quick demonstration to show how much water we waste when we don't shut off the faucet when brushing our teeth. Have a student brush their teeth while students fill up jug after jug of water they would use if the left the faucet running. Instead of wasting the water, have students carry their jugs of water outside to water your school garden.
5. Discuss how to use less energy by making a list of household appliances that consume energy, such as a toaster, stove, microwave, blow dryer, blender, iron, television, dryer, air conditioner, etc. Discuss what people did before these appliances were invented. Could students try some of these ways occasionally to help conserve energy?
6. Ask students to brainstorm a list of nouns that relate to the environment and then brainstorm verbs that relate to those nouns. Verbs must end with -ing. Write several of the student's suggestions next to the nouns. Students then choose eight noun-verb pairs to write an 8-10 line poem for Earth Day, ending in a phrase such as "Save the Earth" or "We Love Our Planet." Print the poem out and give it to each student to glue onto paper and illustrate. For example: rivers rolling, trees swaying, skies sparkling, sun shining, etc.
7. Have students work in groups to illustrate two large murals — one that shows a beautiful clean environment, and one that shows a dirty environment. Students can examine this issue in more depth by creating clean and dirty environments for air, land, and water.

Supporting All Learners

All students are able to participate in class discussions and activities corresponding to their level of understanding. Each student partners for think-pair-share, for a post-reading discussion to listen to each other's comments and ideas.

Lesson Extensions

Adopt a Spot: Promote having school classes adopt a section of the school to keep clean, plant plants, hang birdfeeders etc.

Discuss Noise Pollution: Distinguish between noises that can be controlled and those that cannot. What are pleasant noises that make you think of a healthy and clean environment? Have students illustrate pictures for each noise listed: ocean waves, morning birds, falling rain, whoosh of a Frisbee, crack of a bat, purr of a cat, whistle of the wind, silence of night, etc.

Home Connection

Discuss how pesticides, insecticides and household cleaners pollute the land air and water. Discuss alternatives to these chemicals and supply a list of natural alternatives for students to share with their parents.

Evaluation

This lesson provides activities to help students understand how humans create pollution, its negative affect on our health and the planet's health. There are ideas for discussion and to share about how to care for our environment.

Book List

[*The Lorax*](#) by Dr. Seuss

[Water Pollution: Earth's Conditions Series](#)

[Noise Pollution: Earth's Conditions Series](#)

[Alternative Energy](#) by Christine Petersen

Assess Students

Any of the lesson's suggested activities would create opportunities for authentic oral assessments on the concepts presented.

[Celebrate Earth Day, Dr. Seuss](#)

Standards:

HS-ESS3-4 Earth and Human Activity

... contributions by developing technologies that produce less **pollution** and waste and that preclude ecosystem degradation. ... contributions by developing technologies that produce less **pollution** and waste and that preclude ecosystem degradation. ...

HS-Human Sustainability

... contributions by developing technologies that produce less **pollution** and waste and that preclude ecosystem degradation. (HS-ESS3-4) ... contributions by developing technologies that produce less **pollution** and waste and that preclude ecosystem degradation. (HS-ESS3-4) ...

Subjects:

Environmental Conservation and Preservation, Main Idea and Details, Guided Reading, Compare and Contrast, Drawing Conclusions and Making Inferences, Listening Comprehension, Parts of Speech, Prefixes and Suffixes, Early Science, Science Experiments and Projects, Pollution, Recycling, Science through Literature, Visual Arts

Skills:

Compare and Contrast, Main Idea and Details, Making Inferences, Problem and Solution, Science, Listening Comprehension, Prefixes and Suffixes

Professional Standards: 3c – Engaging students in learning

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